



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Llandogo Early Years
Llandogo Millennium Hall
Llandogo
NP25 4TJ**

Date of inspection: December 2015

by

Care and Social Services Inspectorate Wales (CSSIW)

and

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement, and the setting complies with relevant regulations
Adequate	Strengths outweigh areas for improvement and/or examples of non-compliance
Poor	Important areas for improvement outweigh strengths and/or significant examples of non-compliance that impact negatively on children

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Publication date: 12/02/2016

About the setting

Name of setting	Llandogo Early Years
Category of care provided	Full day care
Registered Person(s)	Rachel Davies and Lucy Jane Unsworth
Responsible Individual (if applicable)	
Person in charge	Rachel Davies (Monday – Thursday) and Lucy Jane Unsworth (Friday)
Number of places	24
Age range of children	2 to 4 Years
Number of children funded for education	20
Opening days / times	Monday and Tuesday 9.00am to 3.00pm and Wednesday to Friday 9.00am to 12.00 during term time only
Language of the setting	English
Date of previous CSSIW inspection	December 2014
Date of previous Estyn inspection	June 2011
Dates of this inspection visit(s):	8 and 9 December 2015
Additional Information	

Report summary

Theme	Judgement
Wellbeing	Excellent
Learning	Excellent
Care and development	Good
Teaching and assessment	Excellent
Environment	Good
Leadership and management	Excellent

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Ensure that children become more independent during daily snack times

R2 Keep accurate records of cleaning routines

What happens next?

The setting will draw up an action plan that shows how it is going to address the recommendations. Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Wellbeing

Excellent

Nearly all children feel safe and secure. They have a warm and respectful relationship with one another and practitioners and are happy and settled at the setting. Children's play is self-directed and free flowing. Nearly all children make informed choices and take control of their learning by choosing, when and where they work and with whom. Nearly all children contribute regularly to planning themes. Most children make outstanding contributions to the annual quality of care review for the setting, expressing their preferences and dislikes about their experiences at the setting. For example, children expressed a preference regarding the home corner activity and requested both a café and wigwam to play in. As a result, both are part of the setting's provision.

Nearly all children concentrate and engage with tasks for a substantial period of time. Most children share, take turns, play co-operatively and show concern for their peers. Nearly all children are exceptionally well behaved and care for each other. They wait patiently for others to complete tasks before taking their turn. They are keen to show their friends what they have built, drawn or found, for example when hunting for dinosaur eggs.

Nearly all children demonstrate curiosity about the world around them and enjoy their learning. They answer questions confidently and make sensible observations. Most children are engaged and happy in their learning environment. Nearly all children have good self-help skills and dress themselves with limited adult intervention.

Nearly all of the children make informed choices about their mid-morning snack and drinks. Most children are beginning to peel the fruit themselves and a few pour their drinks from small jugs into their cups. Many children return their dirty plates and cups to the kitchen, but require a little prompting from practitioners. This successfully develops children's self-help skills, independence and self esteem.

Learning (only applies to funded children)

Excellent

During their time at the setting, most children make considerable progress in all areas of the curriculum. Nearly all children use their prior knowledge and understanding effectively to make sense of new experiences and to solve problems. For example, when investigating the properties of ice they talk knowledgeably about how they can accelerate the melting process by warming it in the sun or in their hands. Many children develop the essential skills to become independent learners successfully.

The literacy skills of most children are good. Many more able children have particularly strong literacy skills. Nearly all children are exceptionally confident when communicating with each other and with adults, and talk sensibly about things they have made or done.

Most children interact collaboratively with their peers and with practitioners when creating comprehensive mind maps to decide how to develop play areas, such as the cafe and the dinosaur land. When building objects or working in the café, nearly all children share resources and take turns appropriately.

Most children join in with topic related songs and rhymes in Welsh and English and engage enthusiastically in sound and word play. For example nearly all children enjoy singing about the days of the week and the weather and move from one language to the other confidently. Most children talk purposefully about imaginative experiences and use a wide range of vocabulary to create storylines. For example, when hunting for frozen dinosaur eggs, many create their own scenarios and show a good awareness of sequence, plot and characters.

Many children have a suitable understanding of how to hold pens and pencils and show effective control when making marks. Many understand the function of writing. They make a mark for their name on paper during registration and write food orders in the cafe during role play. Most children recognise their names and a few write their name using a capital letter correctly. Most show a good interest in books and talk enthusiastically about their favourite stories and characters. Most children have a very good understanding of how to hold books the right way up and turn the pages correctly.

Most children's numeracy skills are good. Nearly all children count to ten in both languages and many count to twenty and beyond without assistance. Around half of the children recognise the value of coins and ensure that customers use the correct of coins when paying for items in the café. Many recognise and name simple two dimensional shapes they see in the village when they go for walks or when taking part in forest area activities. A few children are beginning to use maps correctly in the forest area to identify locations such as the log circle and large boulders.

Most children make exceptional progress in their ability to speak Welsh and use familiar words and phrases naturally when they are playing. Many children describe the weather in Welsh and often communicate with practitioners during snack time by asking for different items and informing them in Welsh that they have finished.

The majority of children use computer programmes to draw simple pictures. A few select tools and choose different colours and brush thickness correctly. Most use equipment such as cameras, torches, a cash register and remote control cars independently in play.

Nearly all children have well developed physical skills and display good co-ordination and control when using small tools such as scissors and cooking utensils.

Care and development	Good
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The setting is a caring and supportive community. All practitioners know the children well, treat them with respect and value their rights, views and opinions. Practitioners and children show respect for each other and children feel comfortable to ask staff for help when needed. Courtesy and good manners are prominent qualities at the setting and all members of staff foster them daily.

The setting has good provision for children's health and wellbeing and has a comprehensive range of appropriate policies and procedures that provide clear and suitable information for staff and parents. Practitioners undertake their duties conscientiously, in line with these policies. This has a positive impact on keeping all stakeholders and visitors safe. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Through well-planned daily routines, practitioners regularly encourage children to eat and drink healthy snacks and provide worthwhile opportunities for them to exercise and play outside. As a result, nearly all children develop a good understanding of the importance of a healthy and balanced lifestyle. However, practitioners do not always promote children's independence during snack time consistently enough.

Practitioners ensure that children play and learn in a stimulating and secure environment. The setting promotes children's awareness of sustainability, healthy lifestyles and safety well. Practitioners make good use of national initiatives to develop children's awareness of a range of important health and safety approaches and valuable habits for life.

All practitioners are extremely good role models of behaviour and constantly promote and encourage positive behaviour throughout the sessions. They are fair and consistent in their use of rewards and sanctions and nearly all the children are aware of the setting's rules. All practitioners plan activities very well and ensure that nearly all children are thoroughly engaged in their work.

Practitioners regularly and successfully challenge their own practice. They are responsive to way different children learn and adapt their methods to suit the needs of individuals. This has a positive effect on children's behaviour and is a strength of the setting.

There are suitable systems to support children with additional needs and practitioners access support from specialist services when needed. They identify children who have difficulties at an early stage and plan suitable activities that meet their needs well. When required, the setting produces comprehensive individual education plans for children who receive additional support. These are reviewed regularly in consultation with parents. Practitioners also plan purposefully to identify and meet the needs of more able and talented children.

The setting has well established and effective links with the local primary school. They plan shared events and arrange regular opportunities for the children to visit the reception class to take part in transition activities. These arrangements prepare the children very well for the next stages of their education.

Teaching and assessment (only applies to funded children)
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Excellent

The setting provides an exceptional range of exciting and comprehensive experiences for children. Practitioners have high expectations and plan stimulating and challenging activities in all areas of learning. The planning builds systematically on children's previous knowledge and understanding, enabling them to make very good progress.

All practitioners ensure that children have outstanding opportunities to develop their literacy, numeracy and information, communication technology (ICT) skills across all areas of learning. The practitioners display a high level of understanding of the requirements of the Literacy and Numeracy Framework and map activities carefully to ensure continuity and progression.

The setting uses a comprehensive tracking system very effectively to track all children's skills across all areas of learning. Practitioners assess children regularly and record their observations systematically. The system is rigorous and enables practitioners to identify the skills that children need to develop. This information is used very effectively to inform weekly planning. As a result, staff know the children's stages of development very well and plan activities at different levels to suit the needs and interests of every individual child. This is an outstanding strength of the setting. Parents receive regular comprehensive information of their child's development.

The setting provides many excellent opportunities to develop children's independence. Practitioners provide many worthwhile activities that allow children to make decisions about their own learning. Children are encouraged to discuss their interests through half termly idea gathering and mind mapping activities. They are encouraged to make choices to develop their thinking skills successfully in a wide range of activities such as cooking, role-play and gardening.

Practitioners provide highly imaginative opportunities for children to solve problems and they are very skilled at developing inquisitive minds. They ask challenging questions and allow children to investigate and find things out for themselves. Practitioners promote children's spiritual, moral, social and cultural development well. Most children develop a good sense of awe and wonder through worthwhile experiences such as growing plants and flowers in the community garden. They also go on stimulating nature trails in the forest settings and celebrate special events such as the Ugly Bug Ball, Dydd Santes Dwynwen, maypole dancing and Remembrance Day.

The setting's provision for outdoor activities is exemplary and promotes the children's physical development very well. Practitioners use the forest area to provide regular and outstanding opportunities for the children to investigate and make sense of new natural objects in the world around them. Practitioners focus successfully on developing specific skills, which has a positive impact on children's outcomes. For example, they provide imaginative recipes for children to create a 'leafy stew' or a 'muddy lunch' which require them to collect and count the correct number of leaves and twigs. For example, children use maps to find their way around the woodland area. Many children refer confidently to locations on the maps and use them successfully to find their way around the woods. These well-planned activities stimulate the children's imagination and heighten their sensory experiences successfully.

The provision for developing children's Welsh language skills is very good. Careful planning ensures that all children make good progress from a very low baseline. The setting successfully uses songs, rhymes and planned activities, to introduce and develop Welsh language patterns and vocabulary effectively. Nearly all practitioners use Welsh regularly and develop children's attitudes towards Welsh positively.

The setting provides worthwhile educational visits throughout the year for children to learn about the history and culture of Wales. They enjoy eating Welsh foods, celebrating St David's Day and visit the local community and Tintern Abbey. The setting also provides appropriate opportunities for children to develop a good understanding of tolerance and respect for all cultures and religions. They talk enthusiastically about Diwali and other work they have done in this area.

Environment	Good
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The leader ensure that the accommodation is safe and secure. Risk assessments are thorough and undertaken for both the inside and outdoor learning environment. These are reviewed and updated regularly. Practitioners implement comprehensive safety precautions such as locking doors, gates to the outside play area and taking regular head counts of the children to ensure that the children are accounted for and safe. Practitioners supervise children well during indoors and outdoor activities.

The leader and practitioners work hard to ensure that the environment is warm, inviting and suitable for children's play and learning. Practitioners take pride in displaying the children's work. The children take an active part in preparing the displays and enjoyed placing their decorated paper underpants onto the life size Father Christmas in the main hall. The positioning of resources within the hall enables children to have appropriate space to engage freely in their play with their peers and practitioners. The environment promotes children's self-help skills. For example, aprons are positioned close to the paint boards and nearly all the children use these independently. However, paint pots are not regularly filled with paint, which limits children's ability to choose different colours for their artwork.

The main toilets and hand washing facilities are located outside the main hall. As a result, the setting has invested in a mobile hand washing station so that children can wash their hands after messy activities.

All children have access to a suitable range of toys and learning resources both indoors and outdoors. Nearly all of these resources are clean, well maintained and fit for purpose. However, the setting does not keep accurate records of cleaning routines. All equipment is suitably stored within the hall ensuring children can access these independently. The setting has sufficient quantities to ensure all children have equal access, choice and variety of toys and resources.

Leadership and management	Excellent
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The leader has a very strong vision, which she shares effectively with all stakeholders. She provides a secure strategic direction that focuses clearly on children's wellbeing and standards of children. The setting's statement of purpose is an accurate account of the setting's work and is regularly updated when changes occur. The setting's leader involves all practitioners to ensure that it complies fully with relevant regulations and all national minimum standards. This is highly effective in promoting a strong team ethos.

The setting has a very friendly, caring and welcoming environment in which all children feel safe and secure. All stakeholders show a clear pride in their work and

demonstrate care and respect for one another. The setting has a full complement of committed staff and has effective processes for their recruitment and deployment. Practitioners have comprehensive experiences and expertise and carry out their roles and responsibilities effectively to meet children's needs. The leader, through regular appraisal meetings, ensures that practitioners are aware of their responsibilities and that they consistently plan vibrant and exciting curriculum experiences for the children. All practitioners have up-to-date job descriptions that make their roles clear.

The setting's rigorous approach to self-evaluation and improvement is exceptional. The leader regularly challenges practitioners to evaluate the setting's performance and has established a culture of robust and honest self-evaluation to which all practitioners contribute. She has established a thorough and coherent approach to self-evaluation that makes exceptional use of direct evidence of teaching and learning. Outcomes from the leader's monitoring work are regularly scrutinised during staff meetings. This gives all members of staff a clear understanding of the setting's strengths and weaknesses and enables them to plan strategically for improvement. The setting gathers the opinions of children, parents and other stakeholders very effectively, analyses results and acts on outcomes carefully. These processes are linked directly to the setting's improvement plan. This document is concise and clearly focused, and includes aspirational targets for improvement and measurable success criteria. This has a positive effect on provision, especially in terms of planning and assessment.

The setting has developed an extensive partnership with parents and carers, who appreciate the ease with which they can talk to practitioners and discuss any issues affecting their child. The setting makes good use of its location next to the local primary school to enhance children's learning. The older children regularly visit the school's reception class to become familiar with the building, staff and surroundings. This prepares them well for the next stage of their education.

The setting is a very prominent part of the community. The children's experiences are enriched through regular walks in the village and visits to the church, local shop and park area. A particular successful partnership with the Village Produce Association allows the children to grow vegetables in the village garden. This partnership enriches children's learning experiences as well as their awareness of healthy eating.

Appendix 1

Responses to parent questionnaires

denotes the benchmark – denotes N/A.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	15	14 93%	1 7%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		-	-	-	-		
My child likes this setting.	14	11 79%	3 21%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		-	-	-	-		
My child was helped to settle in well when he or she started at the setting.	15	13 87%	2 13%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		-	-	-	-		
My child is making good progress at the setting.	15	12 80%	3 20%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		-	-	-	-		
Children behave well in the setting.	15	11 73%	4 27%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		-	-	-	-		
Teaching is good.	15	12 80%	3 20%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		-	-	-	-		
Staff treat all children fairly and with respect.	14	13 93%	1 7%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		-	-	-	-		
My child is encouraged to be healthy and to take regular exercise.	15	12 80%	3 20%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		-	-	-	-		
My child is safe at the setting.	15	13 87%	2 13%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		-	-	-	-		
My child receives appropriate additional support in relation to any particular individual needs.	15	11 73%	4 27%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		-	-	-	-		
I am kept well informed about my child's progress.	15	11 73%	4 27%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		-	-	-	-		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the setting with questions, suggestions or a problem.	15	13 87%	2 13%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		-	-	-	-		
I understand the setting's procedure for dealing with complaints.	14	6 43%	7 50%	1 7%	0 0%	1	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		-	-	-	-		
My child is well prepared for moving on to school.	13	8 62%	5 38%	0 0%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		-	-	-	-		
There is a good range of activities including trips or visits.	15	13 87%	2 13%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		-	-	-	-		
The setting is well run.	15	14 93%	1 7%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		-	-	-	-		

Appendix 2

Copies of the report

Copies of this report are available from the setting and from Estyn and CSSIW's websites (www.estyn.gov.wales) (www.cssiw.org.uk)

Appendix 3

Glossary

Additional learning needs (ALN)	This term covers a very wide range of needs. We use the term additional learning needs in relation to children who have needs besides those of most of other children in the setting, for a number of different reasons
Areas of Learning	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none">• personal and social development, wellbeing and cultural diversity• language, literacy and communications skills• mathematical development• Welsh language development• knowledge and understanding of the world• physical development• creative development
Care Council for Wales	This is the Sector Skills Council for Social Care, Early Years and Child Care in Wales
Foundation Phase	The statutory curriculum for all three to seven year olds in Wales, in both maintained schools and non-maintained settings.
Flying Start	Services that deliver free, part-time childcare for eligible two-year-olds to help give them the best start in life and prepare them for school. They also provide increased levels of support from health visitors and parenting programmes to give young children the best possible start in life. These programmes have been running since January 2007.
Funded non-maintained settings	Settings funded by the Welsh Government to provide part-time education for three and four-year-olds. They include playgroups, private day care providers and independent schools.
Key person or key worker system	This is a practitioner who is assigned to each child so they always have a trusted, familiar person available to them so that they feel safe and comfortable. They build positive relationships and regularly talk to parents.

Leaders	<p>This can include the Registered Person, Responsible Individual or Person in Charge</p> <ul style="list-style-type: none"> • Registered person - the person who is registered by CSSIW to provide the service. This may be an individual or an organisation • Responsible individual - where the registered person is an organisation, this is a person who is nominated by that organisation to act on their behalf • Person in charge - the individual appointed by the registered person to be in full day-to-day charge of the service
Practitioners	All persons working directly with children in a setting.
Safeguarding	Statutory duty to keep children safe and promote their wellbeing.